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ABSTRACT

This report presents an evaluation of a two-way bilingual program in English and Spanish at the Cunningham Elementary School (Texas). The program was designed to extend and expand educational reform by shifting the instructional program at the school over the 5-year time span from a transitional bilingual program to a two-way bilingual, or dual language, education for all students. The first year was the planning year for the program, with actual implementation scheduled for the 1996-97 school year. This report describes the planning efforts and reports baseline data on student performance and participant perceptions. Eighty students were accepted into the program to start in 1996-97 in two kindergarten and two first-grade classes. The school hired and trained staff and teachers, held informational meetings, purchased instructional materials, and selected students. The majority of the 48 parents responding to the initial survey agreed that they were pleased with the bilingual program, and the majority of the teachers expected the program to help students and agreed that a bilingual education was important for these students. Five appendixes present the forms used in the evaluation and program budget data. (Contains seven tables and five references.) (SLD)

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ED 405 439

RESEARCH

Report on Educational Grants

An Evaluation Report from the Department of Research and Evaluation

El Proyecto Cunningham: *Dos Idiomas; Muchos Paises* 1995–96

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Executive Summary

El Proyecto Cunningham: *Dos Idiomas; Muchos Paises*
1995–96

Program Description

El Proyecto Cunningham: Dos Idiomas; Muchos Paises was approved and funded as a Title VII Bilingual Education grant from the U.S. Department of Education. The grant was for a two-way bilingual program at Cunningham Elementary School in the Houston Independent School District (HISD) where both English and Spanish dominant children would become bilingual and biliterate. El Proyecto Cunningham has been funded for five years, beginning with the 1995–96 school year. The approved amount over the five years totaled $1,308,740.

The first year of El Proyecto Cunningham was the planning year, with actual program implementation scheduled for years two through five. By the end of the 1995–96 school year, a program coordinator, parent liaison, and resource teacher had been hired for the program. The emphasis for the first year was on materials and equipment acquisition, staff training and development, parent education, and development of the program.

The El Proyecto Cunningham grant proposal clearly identified the goals and objectives for the program over the five years of funding. The goals as specified are:

- Students will develop native-like oral proficiency in both English and Spanish.
- Students will develop grade-level appropriate literacy in both English and Spanish.
- Students, as well as their parents and the community, will increasingly value bilingualism in English and Spanish.
- Students will steadily increase their academic achievement level.

The purpose of the evaluation report was to describe the activities that were undertaken during the 1995–96 school year and report baseline data on student performance and participant perceptions. The following research questions were addressed:

1. What tasks were accomplished during the initial planning year?
2. In what training or staff development activities did the staff participate?
3. In what parent involvement or parent training activities did parents participate?
4. What was students' baseline performance in English and Spanish oral proficiency?
5. What were students' perceptions of and reactions to the program and bilingualism, in general?
6. What were parents' perceptions of and reactions to the program and bilingualism, in general?
7. What were the faculty's perceptions of and reactions to the program and bilingualism, in general?
8. What were the community's perceptions of and reactions to the program and bilingualism, in general?
9. What is the design of the program that will be implemented in Year Two of the grant?

Findings

- Steps that the school undertook toward implementation of El Proyecto Cunningham were to: hire program staff; hold informational meetings for parents and staff; encourage staff to attend inservices and conferences addressing bilingual issues; purchase instructional materials; select teachers for the program; and select students who would participate during the 1996–97 school year.

- A number of staff inservices supporting the implementation of the two-way bilingual program were held during 1995–96. These included an accelerated Spanish class, presentations from individuals active in two-way bilingual programs, a study group designed for teachers to discuss and learn about topics of interest to them, sharing sessions with teachers from Herod Elementary School's two-way bilingual program, and various inservices covering educational activities and techniques. Teachers and program staff also attended conferences focusing on bilingual education, technology, and early childhood education.

- Program staff focused on providing information about the program to parents of prekindergarten and kindergarten students. Letters and flyers were sent home, information was presented and distributed at PTO meetings, and parent awareness meetings were held in both Spanish and English. Parents also were invited to a presentation on the Benefits of Being Bilingual. During the summer, the program staff coordinated a Get Acquainted Social at the school for the children, their parents, and the teachers participating in the program.

- In addition to informational meetings, the program coordinator arranged several parent education/parent involvement activities. These included English-as-a-Second Language (ESL) classes, attendance at the Southwest District Parent Conference, a field trip to the HISD Media Center, and three one-day computer classes.

- As of August 13, 1996, 130 students had been considered for the program; 80 students were accepted into the program comprising two kindergarten and two first grade classes. According to the program coordinator, 32 of the participants were dominant in Spanish, 28 were dominant in English, and 20 were bilingual.

- Of the 80 students accepted into the program, English and Spanish LAS scores were available for 29 students (36%), as of August 13, 1996. Seven percent of the students who were tested were proficient in English and 14% were proficient in Spanish, scoring Level 4 or Level 5 on the LAS.

- The prekindergarten, kindergarten, and first grade teachers reported that, with a few exceptions, most of their students are eager to learn whatever is presented, which would carry over into learning a second language. The teachers did not believe that the students would have a difficult time adjusting to the dual language program. The four ancillary teachers made positive comments regarding the mixing of students with different language abilities. These teachers indicated that the English-speaking and bilingual students assisted the non-English-speaking students in their classes.

- In 38% of the families responding to the parent survey, both parents spoke only Spanish, and, in 13% of the families, both parents spoke only English. At least one parent spoke both languages in 46% of the families.

- The parent survey solicited parents' perceptions toward bilingualism, in general. On a four-point scale, the highest rated statement by the parents was *"It is very important to me that my child(ren) knows more than one language."* Eighty-one percent of the 48 parents answering the survey strongly agreed with this statement. Parents did not rate bilingualism for themselves quite as high as they did bilingualism for their children; 68% strongly agreed that it is very important to them that they know more than one language. Although the majority of the parents wanted their children to be able to read, write, and speak both English and Spanish well, a higher percentage strongly agreed with wanting their children to be literate in English (79%) than they did in Spanish (56%).

- Regarding El Proyecto Cunningham, 70% of the parents strongly agreed that they were pleased that Cunningham was starting a two-way bilingual program and that the program should improve the education their children receive at the school. The lowest rated statement which elicited the most disagreement was the statement that *"All of my concerns regarding the two-way bilingual program have been addressed at the informational meetings I have attended."*

- For the spring administration of the teacher survey, the majority of teachers responded more

positively about the plans for El Proyecto Cunningham than did the teachers who answered the survey in the fall. The percentage of teachers agreeing that the needs of the students and their families were being taken into consideration in the planning of the program increased from 50% to 64%. The percentage who agreed that the needs of the faculty and staff were being taken into consideration also increased from 54% to 64%.

- Regarding the teachers' attitudes toward bilingualism, 64% of the respondents strongly agreed that *"It is very important to me that I can communicate in more than one language."* While 78% of the teachers agreed to some extent that it is very important for all children to be able to communicate in more than one language, 64% agreed that it is very important for all children at Cunningham to be fluent in at least English and Spanish.

- On the survey, teachers were asked to identify what staff development, inservices, or conferences they attended during the 1995–96 school year and which of these activities had been most helpful in planning the dual language program. Of the activities listed, the ones reported to be most helpful were the presentation at Herod Elementary School of their two-way bilingual program, the presentations by Mrs. Molina and Dr. Smith regarding two-way bilingual programs, and the seminar at the University of St. Thomas. In response to the spring survey, the teachers also indicated that additional training is needed, especially for those teachers who will be implementing the program in their classroom.

- El Proyecto Cunningham will begin implementation in the 1996–97 school year with two kindergarten and two first grade classes. The program is designed to be an immersion program in Spanish with 90% of the instruction in Spanish and 10% in English for all the program students. As students progress through the program, English instruction will gradually increase to 50% by the fifth grade. The program will be expanded to the upper grades as program participants advance and new students are added in the kindergarten and first grade classes.

- The parent education/parent involvement activities planned for the 1996–97 school year in support of program implementation will consist of the ESL and computer classes that were begun during 1995–96, as well as a number of other options including Spanish as a Second Language (SSL) for English-speaking parents, Spanish adult literacy for Spanish-speaking parents, and General Educational Development (GED) preparation.

- The teacher inservices that are planned for the 1996–97 school year are computer training, cooperative learning, alternative assessment, and second language acquisition. These inservices would be open to all Cunningham teachers. For the program teachers, there will be monthly staff meetings, sessions on immersion, and group sharing sessions with other schools implementing two-way bilingual programs.

Recommendations

1. The collection of student performance data is critical in determining program effectiveness. It is recommended that every effort be made to complete English and Spanish LAS testing for all students enrolled in El Proyecto Cunningham by the end of the first month of program implementation. Furthermore, the end of year testing schedule should be arranged with the HISD Student Assessment and Multilingual Departments early in the school year so that the spring testing can be completed in a timely manner.

2. Because the 1996–97 school year will be the first year of implementation for this long term program, it is recommended that attention be paid to record keeping so that students and parents participating in the program can be tracked over time.

3. To increase the likelihood of program success, it is recommended that efforts made toward keeping the parents and the entire faculty informed of the program and included in program activities and program feedback be continued.

El Proyecto Cunningham: *Dos Idiomas; Muchos Paises*
1995–96

"El Proyecto Cunningham: Dos Idiomas; Muchos Paises" was approved and funded as a Title VII Bilingual Education grant from the U.S. Department of Education. The grant was for a two-way bilingual program at Cunningham Elementary School where both English and Spanish dominant children would become bilingual and biliterate. El Proyecto Cunningham has been funded for five years, beginning with the 1995–96 school year. This first year was the planning year for the program, with actual implementation scheduled for the 1996–97 school year. The purpose of this report was to describe the planning efforts that were undertaken during the 1995–96 school year and report baseline data on student performance and participant perceptions.

Introduction

At the beginning of the 1995–96 school year, Cunningham Elementary School in the Houston Independent School District (HISD) received a five-year Title VII grant from the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) of the U.S. Department of Education. The purpose of the grant was to implement a two-way bilingual program in English and Spanish for the students at Cunningham. The program was titled *El Proyecto Cunningham: Dos Idiomas; Muchos Paises*. The intent of the program was to extend and expand educational reform by shifting the instructional program at Cunningham over the five-year time span from a transitional bilingual program to a two-way bilingual, or dual language, education for all students enrolled at the school.

Program Description

El Proyecto Cunningham incorporates the main goals and purposes of the Bilingual Education Act, in that it provides for systemic reform while improving the quality of instruction for both bilingual and monolingual students. The two-way Spanish/English dual language method relies on the fundamental idea that students will learn a second language best if they can find themselves in natural, meaningful situations where the second language is called for.

The first year of El Proyecto Cunningham was the planning year, with actual program implementation scheduled for years two through five. By the end of the 1995–96 school year, a program coordinator, parent liaison, and resource teacher had been hired for the program. A number of planning and informational activities took place during the school year, which are described in more detail in the Results section of this report. The emphasis for the first year was on materials and equipment acquisition, staff training and development, parent education, and parent and staff involvement in the planning and development of the program.

Program Goals and Objectives

The El Proyecto Cunningham: Dos Idiomas; Muchos Paises grant proposal clearly identified the goals and objectives for the program over the five years of funding. The goals and objectives as specified are:

Goal One: Students will develop native-like oral proficiency in both English and Spanish.

Objective 1.1: Students will exhibit native-like oral proficiency in English by the end of their fourth year of program participation.

Objective 1.2: Students will exhibit native-like oral proficiency in Spanish by the end of their fourth year of program participation.

Goal Two: Students will develop grade-level appropriate literacy in both English and Spanish.

Objective 2.1: Students will develop on-level English reading skills by the end of their fifth year of program participation (grade three, for those beginning in Pre-K).

Objective 2.2: Students will develop on-level Spanish reading skills by the end of their fifth year of program participation.

Objective 2.3: Students will develop on-level English writing skills by the end of their fifth year of program participation.

Objective 2.4: Students will develop on-level Spanish writing skills by the end of their fifth year of program participation.

Goal Three: Students, as well as their parents and the community, will increasingly value bilingualism in English and Spanish.

Objective 3.1: Students will express improved attitudes toward English/Spanish bilingualism each year.

Objective 3.2: Parents will express improved attitudes toward English/Spanish bilingualism each year.

Objective 3.3: Community members will demonstrate improved attitudes toward English/Spanish bilingualism by the end of the third project year, and maintain these attitudes thereafter.

Goal Four: Students will steadily increase their academic achievement level.

Objective 4.1: Students will show annual increased percentages of those passing the Texas Assessment of Academic Skills (TAAS) test.

Objective 4.2: Students will show annual increases in mean NCE for Spanish academic achievement as measured by the SABE test in Spanish reading, language and math.

Program Funding

El Proyecto Cunningham is funded for the 1995–96 through 1999–2000 school years by a Title VII grant. The approved amount over the five years totaled $1,308,740. Appendix A presents a breakdown of the proposed budget over the five school years as of September, 1995.

Purpose of the Evaluation Report

The purpose of this evaluation report was to describe the planning efforts that were undertaken during the 1995–96 school year and report baseline data on student performance and participant perceptions. The following research questions were addressed:

1. What tasks were accomplished during the initial planning year?
2. In what training or staff development activities did the staff participate?
3. In what parent involvement or parent training activities did parents participate?
4. What was students' baseline performance in English and Spanish oral proficiency?
5. What were students' perceptions of and reactions to the program and bilingualism, in general?
6. What were parents' perceptions of and reactions to the program and bilingualism, in general?
7. What were the faculty's perceptions of and reactions to the program and bilingualism, in general?
8. What were the community's perceptions of and reactions to the program and bilingualism, in general?
9. What is the design of the program that will be implemented in Year Two of the grant?

Methods

Data Collection

Information regarding program planning and activities was collected from monthly meetings with the program coordinator. Sign-in sheets were obtained from the various meetings and activities sponsored through the program.

The baseline data used for student performance in English and Spanish were the most recent Language Assessment Scales (LAS) scores measuring oral proficiency in both languages for all prekindergarten, kindergarten, and first grade students at Cunningham. The LAS test includes those aspects of language which can determine if an individual's proficiency is comparable to that of his/her monolingual peers. It was developed based on the four subsystems of language: phonology, lexicon, syntax, and pragmatics (DeAvila & Duncan, 1981).

A series of surveys was developed to ascertain initial perceptions of parents, teachers, and community members. Teachers were given the survey initially in November, 1995, as a pre-test and then again in May, 1996, as a post-test. The parent and community surveys were administered during May, 1996, at

the end of the initial planning year. The community and parent surveys were translated into Spanish and administered in both languages. The instruments incorporated opinion questions based on a four-point likert-type scale and open-ended questions. Copies of these instruments are attached as Appendices B through E.

Group interviews were conducted with the teachers of students who were eligible to be involved in the program. The purpose of these interviews was to gather information on current student interactions and perceptions regarding language and bilingualism. This included the two prekindergarten, seven kindergarten, and five first grade teachers. This year, for the first time, students in the regular education classrooms and the bilingual classrooms were combined for the ancillary classes—art, music, computer lab, and library. These teachers were also interviewed to give their perspective on student interactions with regard to language.

Results

What tasks were accomplished during the initial planning year?

To support the implementation of the two-way bilingual program and the change in emphasis toward bilingualism for the students, the principal encouraged regular and bilingual teachers to plan instruction as a team for the 1995–96 school year, rather than separately, as had been done previously. Furthermore, students in English-only, ESL, and bilingual classes were combined for the first time for the ancillary classes of art, music, computer lab, and library time. Other steps that the school undertook toward implementation of El Proyecto Cunningham were to:

- hire program staff;
- hold informational meetings for parents and staff;
- encourage staff to attend inservices and conferences addressing bilingual issues;
- purchase materials for the two-way bilingual program;
- select teachers for the program; and
- select students who would participate during the 1996–97 school year.

Hiring of Program Staff

The program coordinator was hired in the middle of December. The parent liaison was added to the staff in April, and the resource teacher was hired at the end of the 1995–96 school year. The program coordinator is responsible for all daily operations of the program, as well as recruiting and interviewing other staff and program teachers, planning for the implementation of the program, and maintaining the budget. The duties of the parent liaison are to plan and coordinate the parent education/parent involvement activities, to assist and interact with the parents, and provide information to parents on available social services when needed. The resource teacher was hired to plan, coordinate, and conduct staff development programs based on the needs of the teachers at Cunningham. Another function of the resource teacher is to observe and assist the program teachers and to model lessons or teaching techniques when needed.

Informational Meetings

To inform parents about El Proyecto Cunningham, the program director conducted a series of parent awareness meetings in both English and Spanish. Parents were provided with general information about two-way bilingual programs, the goals of El Proyecto Cunningham, and the proposed implementation plan. Parents also were asked to complete a Parent Interest Survey where they could indicate whether or not they would like their child to be considered for the program. Further information about the program was sent home with children and presented at Parent and Teacher Organization (PTO) meetings and other school gatherings. A more detailed description of the parent activities that took place is presented later in this report.

The program coordinator and the principal provided opportunities for the faculty and staff at Cunningham to learn more about the program. While some teachers attended the parent awareness meetings, others attended inservices, workshops, and conferences focusing on bilingual issues and the implementation of two-way bilingual programs. The specific activities attended by teachers are listed in response to the second research question of this report.

As with the parents, teachers were given an opportunity to complete a Staff Interest Survey. On the survey they could indicate interest in applying for the resource teacher, parent liaison, kindergarten teacher, or first grade teacher positions in El Proyecto Cunningham.

Purchasing of Materials

In support of the program, as was detailed in the grant proposal, the school sought to improve the technology available to both teachers and students on the campus. District money was used to lease 36 MacIntosh LC575s, one for every home room teacher and to network the school for access to the internet. An outside contractor was hired to install the network as it involved networking a number of temporary buildings in addition to the school's main building. Grant funds were utilized to purchase 36 printers in connection with the leased computers, along with the Claris Works software package.

Educational materials purchased included the Crossroads curriculum which is an adult learning program used in the ESL classes. Four Finding Out/ Descubrimiento science and math hands-on educational kits were purchased for the classrooms. Other educational materials acquired to support the program included Peabody Language Kits, books for the library in Spanish, and staff development materials such as video tapes about immersion techniques. Oxford Spanish and English dictionary sets which included tapes and workbooks were obtained for the classrooms. Sets also were distributed to individual teachers, parents, and children upon request.

Selection of Teachers for the Program

The program coordinator utilized the Staff Interest Survey to identify teachers at Cunningham who were interested in participating in the program. Interviews of teachers to be involved in the program were conducted in May. By the end of May, two kindergarten teachers and two first grade teachers were hired. Five teachers applied for the four positions. Three of the teachers who were hired came from the Cunningham faculty. The fourth teacher applied to teach at Cunningham specifically for the program. All four teachers were bilingual.

Student Selection

Although any potential 1996–97 kindergarten or first grade student from Cunningham was eligible for the program, the program coordinator focused selection efforts on those students whose parents completed the Parent Interest Survey wanting their child in the program. Those parents who positively completed the Parent Interest Survey were asked to complete an Enrollment Agreement for the program. Another group of students targeted was those who had applied for the two-way bilingual program at Herod Elementary but did not get into the program because it was full. To further spread the word about the program and increase the number of English and bilingual speakers applying for the program, the program staff visited apartment complexes zoned to Cunningham. These visits were made during July.

Overall, 130 students were considered for the program; 80 students were accepted into El Proyecto Cunningham, 30 students were not accepted, and 20 were placed on a waiting list. Factors that contributed to students being accepted into the program included interest expressed by the parents for having the child in the program, participation in parent awareness meetings, and the language ability of the child. Because Cunningham is not a magnet school, transportation is not available for students attending the school who are not zoned to the school. If transportation was an issue, this also factored into the decision whether or not to enroll the student in the program.

In what training or staff development activities did the staff participate?

Since approximately half of the teachers at Cunningham were not bilingual and had little or no proficiency in Spanish, an accelerated Spanish class was offered for teachers and staff. The class was taught by an HISD instructor. It met Monday through Thursday for two weeks from 4:00 to 8:00 p.m. at Cunningham. There were 25 participants in the class with 18 from Cunningham.

The school was visited by several individuals who are active in two-way bilingual programs. Rosa Molina from Project Two-Way in San Jose, California, spoke several times to the teachers in both formal and informal settings, as well as Dr. Margarita Calderon from Johns Hopkins University who has been working with the El Paso school district in implementing a similar type of program. Dr. Ruth Carter, the Caminos Bilingues Staff Development Coordinator for the Harris County Department of Education, presented to the staff on sheltered learning and second language acquisition.

The HISD Multilingual Department arranged for Dr. Howard Smith, University of Texas at San Antonio, to speak with the faculty and staff at Cunningham at a dinner, and to the parents the next morning at a breakfast. The title of his presentation was "The Benefits of Becoming Bilingual." There were 71

people in attendance at the dinner presentation consisting of teachers and staff from Cunningham, Berry, and Mark Twain elementary schools, Las Americas Early Childhood Development Center, and HISD central administration.

Dr. Irma Guadarrama from the University of Houston conducted a series of four study groups for interested faculty during April and May. A total of 17 teachers and program staff participated in the study groups. The study groups were designed as a forum for teachers to discuss and learn about topics of interest to them. The topics covered during the four sessions included the purpose of study groups in schools, brain research, professional/personal inventory, and bilingual education.

Two kindergarten and one first grade teacher attended a five-day program at the University of St. Thomas entitled "Workshop Series for Schools Preparing to Implement Developmental Bilingual Programs or Two-Way Bilingual Immersion Programs," sponsored by the HISD Multilingual Department. The workshop series was held during the month of May.

Additionally, various other faculty members attended conferences throughout the year. Some of the conferences focused on bilingual education, others related to technology and early childhood education. The following are a list of the conferences or annual association meetings attended by Cunningham teachers during the 1995–96 school year:

- National Association of Bilingual Educators (NABE) — 5 teachers;
- Texas Association of Bilingual Educators (TABE) — 7 teachers;
- International Reading Association (IRA) — 2 teachers;
- Midwest Technological Conference — 2 teachers;
- Apple Education Seminar — 3 teachers; and
- National Association for the Education of Young Children (NAEYC) — 3 teachers.

Additional staff training was held during the summer before the beginning of the 1996–97 school year. These training sessions, open to all teachers at Cunningham, covered the following topics:

- overview of the Success for All program;
- puppetry;
- art;
- cooperative learning techniques;
- learning styles and grouping strategies; and
- Finding Out/Descubrimiento (a four-day training seminar).

Teachers also visited Herod Elementary School for a sharing session with the teachers who were involved in Herod's two-way bilingual program. Planning sessions were held with the four Cunningham program teachers and program staff throughout the summer to discuss scheduling, curriculum planning, and time lines. Furthermore, the resource teacher participated on the development team for the *1996–97 Scope and Sequence of Objectives for ESL/English Language Development: First Grade* for use in two-way Spanish immersion programs. This curriculum guide will be used in El Proyecto Cunningham, as well as in other programs in the district.

The three program staff and four program teachers attended a conference at the end of the summer. The conference was the 4th Annual Two-Way Bilingual Immersion Summer Conference held in Long Beach, California. The title was "Biliteracy and It's Implications: Beyond Reading and Writing." The Center for Language Minority Education and Research of the California State University at Long Beach conducted the conference.

In what parent involvement or parent training activities did parents participate?

Program staff focused on providing information about the program to parents of prekindergarten and kindergarten students. Letters and flyers were sent home explaining the program in the children's weekly folder. Information also was presented and distributed at PTO meetings.

The program staff held three parent awareness meetings in Spanish and three in English during February and March. The purpose of the meetings was to: get parents involved in Cunningham; make them aware of how the school can support them; and inform them of El Proyecto Cunningham as an option for their children. The parent awareness meetings held in English were attended by a total of seven parents and three teachers. The Spanish meetings were attended by 33 parents. Individual conferences were set up for parents to speak with the program coordinator if they needed more detailed information, or if they could not attend one of the parent awareness meetings.

Parents also were invited to hear Dr. Howard Smith, University of Texas at San Antonio, present on the Benefits of Being Bilingual. Fifty-nine parents attended this breakfast presentation at Cunningham.

During the summer, two additional activities were conducted for parents. First, there were two other parent awareness meetings, one in each language, which provided updated information for parents whose children were accepted into the program. Second, the program staff coordinated a Get Acquainted Social at the school on August 3, 1996. The social gave the children accepted into El Proyecto Cunningham and their parents an opportunity to meet the teachers and program staff. The staff provided refreshments.

In addition to informational meetings about El Proyecto Cunningham, the program coordinator arranged several parent education/parent involvement activities. The main activities were English-as-a-Second Language (ESL) classes offered after the school day. There were two ESL classes for adults and four classes for children taught on Tuesdays and Thursdays from February 8 through May 2 with a Fiesta on May 7. **Table 1** provides the number of adults or children enrolled in each ESL class, the number who actually attended the class, the number of sessions offered, and the average attendance rates for each class.

Table 1: Enrollment Data for ESL Classes

Instructor	# Enrolled	# Attended	# Sessions	Attend. Rate
Adults				
Berrached	17	13	19	73%
Melendez	23	20	13	43%
Children				
Dugar	17	12	14	50%
Duncan	15	12	19	36%
Freire	13	10	13	38%
Parker	15	12	18	34%

As expected, the number of participants who actually attended the ESL classes was lower than the number who enrolled on February 6. However, in most of the cases, at least 75% of those enrolled attended the classes. The only exception was Dugar's class at 71% which was composed of first and second grade students.

Table 1 also presents the average attendance rate of participants for each ESL class. The average attendance rates for the two adult classes were 74% and 43%. Although Berrached had fewer students in the class, they attended more regularly than did those in Melendez's class. The children's classes had average attendance rates ranging from 34% to 50%.

Other parent education/parent involvement activities arranged by the program coordinator included attendance at the Southwest District Parent Conference in February, a field trip to the HISD Media Center in March, and three one-day computer classes in April and June. The Southwest District Parent Conference was held at the HISD central administration complex from 8:30 a.m. to 2:30 p.m. Sessions were conducted in both English and Spanish covering topics such as parenting skills, problem solving, learning styles, how to help children with their school work, etc. Cunningham was represented by 14 parents and the El Proyecto Cunningham program coordinator.

The field trip to the HISD Media Center had seven parents participating in an Instructional Materials Workshop. Parents became familiar with the equipment, materials, and professional services provided by the center. They also had an opportunity to make educational materials for their children including puppets, games, flash cards, puzzles, etc.

The computer classes were titled "Introduction to the MacIntosh." They were conducted at the HISD Pleasants Facility. Seven parents attended the four-hour training session on April 16. Another seven parents participated on June 17, and five attended on June 18. All three classes were held in Spanish.

Additional parent involvement opportunities offered by the school, though not funded through the Title VII grant, included a monthly Books and Breakfast with the principal. This program provided an informal forum where the principal shared information with the parents about the school and gave them books to take home to read to their children. During one session, there was a class on the use of technology such as computers where 25 parents attended. The first Books and Breakfast in 1995–96 discussed the two-way bilingual program. This session was attended by over 100 parents.

Other parent programs offered at Cunningham were nutrition classes sponsored by the Texas A & M Extension Service, parenting classes from the Houston Council for Drug and Alcohol Abuse, and citizenship classes for parents interested in becoming United States citizens.

What was students' baseline performance in English and Spanish oral proficiency?

As part of determining the baseline performance of students as far as language acquisition, it is important to note the demographics of the students enrolled

at Cunningham. As of the 1995–96 school year, 68% of the students were identified as limited English proficient, and 94% were eligible for free or reduced price meals. Students at risk of dropping out of school constituted 73% of the population. Hispanic students represented 82% of the student body, with African American students at 12%, and both Asian and White at 3% each.

To identify and track students eligible for El Proyecto Cunningham, a database was created of all prekindergarten, kindergarten, and first grade students at Cunningham. The database included students' name, gender, HISD I.D. number, date of birth, home language, LAS test scores for both English and Spanish tests, test date, grade at time of test, grade for 1995–96 school year, teacher during 1995–96 school year (where available), grade for 1996–97 school year, whether or not they were considered for the program, and whether or not they were accepted into the program. Data were obtained from testing records, attendance records from Cunningham, and class rosters from Cunningham. A total of 460 students were included in the database. **Table 2** presents the demographic information available for all of the students maintained in the database.

Table 2: Demographic Information for All Students in the Program Eligibility Database

	n	%
Total Students	460	--
Gender		
Female	179	39
Male	211	46
Not Identified	70	15
Grade in 95–96		
Prekindergarten	129	28
Kindergarten	179	39
1st Grade	151	33
Home Language		
Spanish	282	61
Vietnamese	2	<1
Country other than Mexico	73	16
Not identified	103	22

Of the 460 students, 46% were male and 39% were female. No gender was identified for the remaining 15%. Nearly three-quarters of the students were in kindergarten or first grade during 1995–96. Spanish was reported from testing data as the home language for 61% of the students. Another 16% had a home language other than Spanish or English.

Table 3 gives the number and percentage of students by gender, grade, and home language for those who were considered for El Proyecto Cunningham. The table categorizes the information into those who were accepted, not accepted, and placed on a waiting list. The data in this table were current as of August 13, 1996.

Table 3: Demographic Information for Students Considered for the Program

	Yes		No		Wait List	
	n	%	n	%	n	%
Total Students	80	--	30	--	20	--
Gender						
Female	44	55	8	27	1	5
Male	36	45	5	17	5	25
Not Identified	0	0	17	57	14	70
Grade in 96–97						
Kindergarten	39	49	15	50	7	35
1st Grade	41	51	15	50	13	65
Home Language						
Spanish	21	26	8	27	5	25
Vietnamese	0	0	0	0	0	0
Country other than Mexico	6	8	3	10	0	0
Not identified	53	66	19	63	15	75

A total of 80 students were accepted into the program to start the 1996–97 school year. This constituted two kindergarten and two first grade classes. Fifty-five percent of the students were female and 45% male. The home language as reported from the LAS testing data was Spanish for 21 of the students; six came from countries other than Mexico and spoke a language other than English or Spanish. The other 53 were not identified on the testing records. According to the program coordinator, 16 of the kindergarten participants were dominant in Spanish, 14 were dominant in English, and 9 were bilingual. For the two first grade classes, 16 of the participants were dominant in Spanish, 14 were dominant in English, and 11 were bilingual. In addition to the 80 students accepted into El Proyecto Cunningham, 30 students were considered and not accepted, and 20 were considered and placed on a waiting list.

Students' oral proficiency in English and Spanish was measured using the Language Assessment Scales (LAS) test. Of the 460 students in the total database, both English and Spanish LAS scores were available for 346 students (75%). Of the 80 students accepted into the program, English and Spanish LAS scores were available for 29 students (36%), as of August 13, 1996. **Table 4** presents the LAS results for the students tested.

Students scoring at Level 4 or Level 5 on the LAS are considered to be orally proficient in the tested language. Five percent of all the students in the database were proficient in English; 7% of the students accepted into the program who were tested were proficient in English. The remaining students who were tested would be considered to be limited English proficient. Twenty-one percent of the students in the database and 14% of the students accepted into the program scored at Level 4 or Level 5 on the Spanish LAS. This indicates that 79% of the students eligible for the program and 86% of the students accepted into the program who were tested had limited proficiency in Spanish, as well. Of the students with test scores who were accepted into El Proyecto Cunningham, 79% scored at Level 1 in English, while 55% scored at Level 1 in Spanish.

What were students' perceptions of and reactions to the program and bilingualism, in general?

Goal Three of El Proyecto Cunningham addresses student perceptions toward bilingualism. To obtain a baseline of the attitudes of children before the program was implemented, data needed to be collected from prekindergarten, kindergarten, and first grade students. Due to the age of the children, it was decided that the teachers of these children would be interviewed for anecdotal information regarding students' attitudes. This was done in lieu of conducting surveys or focus groups with the students.

The prekindergarten, kindergarten, and first grade teachers who were interviewed indicated that, because the regular education (English only instruction) and ESL classes were separated from the bilingual

Table 4: LAS Test Results for Students in Program Eligibility Database and Students Considered for Acceptance into the Program

	Data Base		Yes		No		Wait List	
	n	%	n	%	n	%	n	%
Total Students	460	--	80	--	30	--	20	--
Tested								
English	357	78	29	36	9	30	5	25
Spanish	346	75	29	36	9	30	5	25
Both	346	75	29	36	9	30	5	25
English Level								
1	281	79	23	79	8	89	5	100
2	22	6	0	0	0	0	0	0
3	35	10	4	14	0	0	0	0
4	16	4	2	7	1	11	0	0
5	2	1	0	0	0	0	0	0
Not Indentified	1	<1	0	0	0	0	0	0
Spanish Level								
1	150	43	16	55	2	22	3	60
2	39	11	4	14	0	0	0	0
3	83	24	5	17	4	44	1	20
4	57	16	2	7	1	11	1	20
5	16	5	2	7	2	22	0	0
Not Indentified	1	<1	0	0	0	0	0	0
Avg. Raw Score								
English	20.5		20.4		22.6		0.0	
Spanish	48.3		39.4		60.0		42.6	

classes for most of the day, they had not had the opportunity to witness students with different language abilities interacting. The teachers did suspect that the students did interact during after school activities such as girl scouts or boy scouts. The teachers reported that, with a few exceptions, most of their students are eager to learn whatever is presented, which they expected to carry over into learning a second language. As a group, the teachers did not believe that the students would have a difficult time adjusting to the dual language program.

During the 1995–96 school year, for the first time, students in English only, ESL, and bilingual classes were combined for music, art, computer lab, and library time. This gave students with different language abilities the opportunity to participate in some classes together. Because of this policy change, teachers in these ancillary classes were interviewed.

All of the four ancillary teachers made positive comments regarding the mixing of students with different language abilities. Two of the teachers purposefully mixed the students with seating assignments; the others said the students tended to do it themselves given time. All of the teachers indicated that the English-speaking and bilingual students assisted the non-English-speaking students. One teacher reported seeing students of different ethnicities befriending each other, which she had not witnessed in previous years. In the computer lab, it was explained that at the beginning of the year mostly the English-speaking students would help other students who needed assistance when the teacher was not available. By the spring of the year, any student would assist any other student no matter what language either spoke.

What were parents' perceptions of and reactions to the program and bilingualism, in general?

A survey was administered to all parents in attendance at the May PTO function at Cunningham. The instrument was printed in both English and Spanish. A copy of the instrument is attached as Appendix B. Because the survey solicited information about both parents, one instrument was completed per family. The respondents represented 48 families and 93 adults. Of the 93 adults referenced in the surveys, 77% were Hispanic, 14% were African American, 5% were white, and 3% indicated "other" or provided no answer.

The first series of questions set out to determine the self-reported language capabilities of the parents and home language of the children. **Table 5** presents this information.

Table 5: Language Abilities of Families As Reported on Parent Survey

	Adult		Family		Children	
	n	%	n	%	n	%
English Only	17	18	6	13	12	25
Spanish Only	39	42	18	38	18	38
Bilingual/Eng. Dom.	7	8				
Bilingual/Span. Dom.	23	25				
Bilingual			22	46	15	31
Other/No Answer	7	8	2	4	3	6
Total	93		48		48	

The column labeled "Adult" includes language information reported for both parents. The percentage of parents who were monolingual in Spanish was 42%; 18% were monolingual in English. A total of 33% of the parents indicated oral ability in both English and Spanish.

The "Family" column combined this information for both parents. In 38% of the families responding, both parents spoke only Spanish, and, in 13% of the families, both parents spoke only English. At least one parent spoke both languages in 46% of the families.

On the survey, parents also were asked what language(s) their children spoke at home. This information is presented in the "Children" column of Table 5. The number of families (18) where both parents spoke only Spanish is the same as the number of families where the reported home language of their children was Spanish. However, the number of families with at least one bilingual parent (22) is greater than the number of families reporting that their children spoke both languages at home (15). This implies that some of the parents whose first language was English but also spoke Spanish have not taught their children Spanish to the point where the children are considered bilingual.

To determine parents' perceptions of the proposed dual language program at Cunningham and their opinions toward bilingualism in general, parents were given a series of statements for which they were to indicate their level of agreement. **Table 6** shows the

percentage of parents (based on the 48 completed surveys) who agreed or disagreed with each statement and the average of the parents' ratings on the four-point scale.

The highest rated statement by the parents was *"It is very important to me that my child(ren) knows more than one language."* Eighty-one percent of the 48 parents answering the survey strongly agreed with this statement. Parents did not rate bilingualism for themselves quite as high as they did bilingualism for their children; 68% strongly agreed that it is very important to them that they know more than one language. Although the majority of the parents wanted their children to be able to read, write, and speak both English and Spanish well, a higher percentage strongly agreed with wanting their children to be literate in English (79%) than they did in Spanish (56%).

Regarding El Proyecto Cunningham, 70% of the parents strongly agreed that they were pleased that Cunningham was starting a two-way bilingual program. The same percentage also strongly agreed that the program should improve the education their children receive at the school. The lowest rated statement which elicited the most disagreement was the statement that *"All of my concerns regarding the two-way bilingual program have been addressed at the informational meetings I have attended."*

Since parent involvement is an important factor in any successful educational program, the parent survey addressed parental opinions on the responsiveness of the school toward parent involvement. Ninety-three percent of the parents were of the opinion that parent involvement in the classroom was valued at Cunningham; 63% strongly agreed with this statement.

In addition to the likert-type questions, parents were asked to make any comments they would like regarding El Proyecto Cunningham. Only seven parents actually made comments, and all of them were positive about the program. Several of their comments were as follows. *"This is a great proposal. All children should know more than one language to ensure better employment opportunities." "I think this is a good program and hope that it succeeds. I think it is a very good vision toward a better educational system and the effort you are making. Congratulations!" "Thank you very much for taking in consideration the need of a second language."* One parent did express the desire for more information about the program to be offered at Cunningham.

What were the faculty's perceptions of and reactions to the program and bilingualism, in general?

To determine the teachers' perceptions, two surveys were administered. One was administered in November, 1995, before much of the planning and informational activities took place, and the other was administered in early May, 1996. Both instruments are attached as Appendices C and D.

Table 6: Percentage of Parents Agreeing or Disagreeing With Each Statement on the Parent Survey

	Strongly Disagree 1	Slightly Disagree 2	Slightly Agree 3	Strongly Agree 4	Average
Parent involvement in the classroom is valued at this school.	2%	5%	30%	63%	3.5
I want my child(ren) to be able to read, write, and speak Spanish well.	4	9	31	56	3.4
I want my child(ren) to be able to read, write, and speak English well.	4	0	17	79	3.7
It is very important to me that my child(ren) knows more than one language.	0	0	19	81	3.8
It is very important to me that I know more than one language.	2	4	26	68	3.6
I am pleased that Cunningham is starting a two-way bilingual program.	4	4	21	70	3.6
The Cunningham two-way bilingual program should improve the education my child(ren) receives.	2	7	22	70	3.6
All of my concerns regarding the two-way bilingual program have been addressed at the informational meetings I have attended.	7	10	43	40	3.2

Of the 36 teachers at Cunningham, 12 responded to the November survey and 14 to the May survey. **Table 7** presents the percentage of teachers agreeing or disagreeing with each statement and the average of the teachers' ratings on the four-point scale for both the fall (November) and spring (May) surveys.

For the spring administration of the survey, the majority of teachers responded more positively about the plans for El Proyecto Cunningham than did the teachers who answered the survey in the fall. The percentage of teachers agreeing (either slightly or strongly) that the needs of the students and their families were being taken into consideration in the planning of the program increased from 50% to 64%. The percentage who agreed that the needs of the faculty and staff were being taken into consideration also increased from 54% to 64%. Likewise, the percentage of teachers who strongly disagreed that the needs of the faculty were being considered decreased from 36% to 21%. After receiving more training and information about the program, 75% of the teachers in the spring did not believe that the implementation of the program would effect the way they taught, while in the fall, 50% of the teachers held this opinion.

Several questions were added to the spring teacher survey soliciting their opinions regarding bilingualism, in general. Sixty-four percent of the respondents strongly agreed with the statement, *"It is very important to me that I can communicate in more than one language."* The teachers held, on average, a slightly different opinion regarding the value of bilingualism for children. While 78% of the teachers agreed to some extent that it is very important for all children to be able to communicate in more than one language, 64% agreed that it is very important for all children at Cunningham to be fluent in at least English and Spanish.

Table 7: Percentage of Teachers Agreeing or Disagreeing With Each Statement on the Teacher Survey During the Fall and Spring of the 1995–96 School Year

	Strongly Disagree 1		Slightly Disagree 2		Slightly Agree 3		Strongly Agree 4		Average	
	Fall	Spr.	Fall	Spr.	Fall	Spr.	Fall	Spr.	Fall	Spr.
The needs of the students at Cunningham and their families are being taken into consideration in the planning of this program.	33%	21%	17%	14%	17%	21%	33%	43%	2.5	2.9
The needs of the teachers and staff at Cunningham are being taken into consideration in the planning of this program.	36	21	9	14	27	43	27	21	2.5	2.6
I am excited about the direction Cunningham is taking by moving toward this two-way bilingual program.	25	21	8	14	8	21	58	43	3.0	2.9
The academic instruction that students at Cunningham receive will be improved through the implementation of this program.	40	29	0	7	0	29	60	36	2.8	2.7
I am comfortable with my proposed teaching role in this two-way bilingual program.	27	21	9	7	9	29	55	43	2.9	2.9
The addition of this two-way bilingual program will not effect the way I currently teach in my classroom.	33	17	17	8	25	42	25	33	2.4	2.9
Parent involvement in the classroom is valued at this school.	N/A	14	N/A	0	N/A	36	N/A	50	N/A	3.2
It is very important that all children are able to communicate in more than one language.	N/A	14	N/A	7	N/A	21	N/A	57	N/A	3.2
It is very important that all children at Cunningham be fluent in at least English and Spanish.	N/A	29	N/A	7	N/A	21	N/A	43	N/A	2.8
It is very important to me that I can communicate in more than one language.	N/A	29	N/A	7	N/A	0	N/A	64	N/A	3.0

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Similar to the parent survey, an item on the teacher survey assessed the teachers' opinions of the responsiveness of the school toward parent involvement. This statement received the highest positive ratings with 86% of the teachers agreeing that parent involvement is valued at Cunningham. This supported the high ratings that the parents gave this statement.

In addition to the likert-type questions, teachers were asked a series of open-ended questions about the planning stage of El Proyecto Cunningham. Since this first year was a planning and information gathering year, teachers were asked to identify what staff development, inservices, or conferences they attended during the 1995–96 school year and which of these activities had been most helpful in planning the dual language program. The activities listed by the teachers included the following:

- Presentation on two-way bilingual program at Herod Elementary School;
- Presentation on two-way bilingual program by Rosa Molina, Project Two-Way, San Jose, California;
- Success For All Training;
- True Colors seminar;
- Math Summit;
- TAAS English and Spanish reading inservice;
- Two-way bilingual workshop at University of St. Thomas;
- Presentation by Dr. Howard Smith, UTSA;
- Houston Area Bilingual Education (HABE) breakfast; and
- Study group at Cunningham.

Of the activities listed, the ones identified as most helpful to teachers in planning for El Proyecto Cunningham were the presentation at Herod Elementary School, the presentations by Mrs. Molina and Dr. Smith, and the seminar at the University of St. Thomas.

In response to the spring survey, the teachers also indicated that additional training is needed, especially for those teachers who will be implementing the program in their classroom. Teachers stated: *"If I was selected to implement this program in my class, I would need more inservices." "Practical examples of how to do it. The inservices have been more in the theories of language acquisition." "More than we have gotten."* Two other teachers replied that they did not know what additional training they would need because, at that time, they did not know what role they would play in the program or how exactly the program would be implemented.

On both the fall and spring surveys, teachers were asked to make comments regarding the two-way bilingual program planned for Cunningham. In response to the fall survey, seven of the twelve respondents commented. One teacher was quite positive saying, *"I'm excited and looking forward to further details."* Three other teachers were positive about the program, but made suggestions for both the planning and implementation phases. *"I will like to participate in all seminars, workshops regarding this program. But I also think the parents should know what is happening." "[A]dditional instruction in the second language after regular school hours could insure the program success." "[Information on] what effect and/or changes are available for those students and teachers not doing a dual language program [is needed]."* Two teachers were quite negative about the program and one was skeptical. *"Many of the Hispanic parents want their children to learn English and get out of the bilingual programs. They are not working. The children need to learn English to get anywhere in this world." "I think teachers and parents should have been asked before the money was requested if it was something they wanted." "Have the logistics of the program even been worked out? Success of program depends on teacher commitment."*

In response to the spring survey, eight of the fourteen teachers who responded to the survey commented about the program. Two of the teachers made positive comments. *"It seems to be an excellent program." "I'm still not sure what role I will play, but I am comfortable with this change and believe it will be of benefit to the children."* Three other teachers expressed some concern about the program. *"I did not get enough information!" "I think we have done a good job of researching information about this type of program. Now we need to make some decisions about our program." "The people who will be teaching in the program, it seems to me, will have to go through extra training and lots of extra meetings. Meanwhile, there doesn't seem to be any extra monetary payment for the extra time and energy required."* The remaining three teachers commented negatively about the program. All three recommended doing away with the program, putting more efforts into teaching children English, and improving the current educational services provided at the school. One comment which

best reflected the sentiments of these three teachers was, *"Do away with the program. We need to train these children to deal with the real world. Give them the tools to compete in American Society and they will be much better prepared for adulthood."* Although it was anticipated that the comments made in the spring would be more positive regarding the two-way bilingual program, the responses were similar to those made in the fall. This could be due to self-selection since only eight of 36 faculty members chose to comment.

What were the community's perceptions of and reactions to the program and bilingualism, in general?

At the end of April, 1996, 90 community members were sent invitations from the principal at Cunningham to attend a "Community Coffee" to inform them of the plans for El Proyecto Cunningham. Information packets were prepared and entertainment by the children was arranged. A survey was administered to those present to ascertain their attitudes toward bilingualism and toward the dual language program as planned. A copy of the survey is attached as Appendix E.

Because only one company attended, sending two representatives, the results of the survey are not presented here as anonymity would not be upheld. Future reports will attempt to present additional data regarding this variable.

What is the design of the program that will be implemented in Year Two of the grant?

Program Design

El Proyecto Cunningham will begin implementation in the 1996–97 school year with two kindergarten and two first grade classes. The program is designed to be an immersion program in Spanish as identified by the 90/10 two-way bilingual model. Instruction will be 90% in Spanish and 10% in English for all the program students. There will be 30 minutes of ESL instruction for Spanish speakers and English time for the English-speaking students. As students progress through the program, English instruction will gradually increase to 50% by the fifth grade.

The program will be expanded to the upper grades as these 1996–97 program participants advance and new students are added in the kindergarten and first grade classes. At this point, the plan is not to accept children into the program except in kindergarten or first grade, unless the child is fully bilingual. There will continue to be non-program classes at each of the grade levels until the demand becomes such that this is no longer practical. Program students and non-program students will be combined for the ancillary classes of music, art, computer lab, and library time.

This program will build on the computers and software now available at the school to ensure each student can connect to the Internet. Teacher inservice for all program components is an integral part of the plan, as is parent education, involvement, and support.

Program Activities

The parent education/parent involvement activities planned for the 1996–97 school year in support of program implementation will consist of the ESL and computer classes that were begun during 1995–96, as well as a number of other options. Some of the other classes the parent liaison intends to offer include:

- Spanish as a Second Language (SSL) for English-speaking parents;
- Spanish adult literacy for Spanish-speaking parents;
- General Educational Development (GED) preparation;
- U.S. Citizenship preparation;
- job search skills;
- parenting skills; and
- motivational training.

The teacher inservices that are planned for the 1996–97 school year are:

- computer training;
- cooperative learning;
- alternative assessment; and
- second language acquisition.

These inservices would be open to all Cunningham teachers. Additional inservices may be planned based on teachers' needs. For the program teachers, the resource teacher has monthly staff meetings planned. Monthly sessions on immersion, as well as group sharing sessions with other schools implementing two-way bilingual programs, will be coordinated through the HISD Multilingual Department.

Evaluation Plan

All students upon entering the program will be tested with the LAS for English and Spanish oral

proficiency. To evaluate the effectiveness of the program, students participating in the program will be tested annually on the LAS and on a norm-referenced test in both English and Spanish in reading, math, and, if available, writing. It is anticipated that the tests to be used will be the Iowa Test of Basic Skills (ITBS) in English and the Spanish Assessment of Basic Education (SABE) in Spanish. However, the district is undergoing a test selection process which may change the tests used. The Texas Assessment of Academic Skills (TAAS) in both English and Spanish will be administered to program students starting in the third grade.

Staff, parents, and community members will continue to be surveyed annually in the spring to determined perceptions of the program and attitudes toward bilingualism, in general. Attendance at staff inservices and parent involvement activities will be monitored for participation rates and commitment to the program.

An evaluation report will be completed annually to provide district, school, and program staff with information regarding program activities and program effectiveness. In Year Two, Year Four, and Year Five, a summative report also will be sent to OBEMLA as required by the grant.

Discussion

Cunningham Elementary School applied and received the Title VII grant to implement El Proyecto Cunningham as a way to improve the education for both Spanish and English speaking children at the school. It was determined that the Spanish-speaking children needed something better than the traditional bilingual program that attempts to move children into an all English-speaking classroom as soon as possible without any support or maintenance of the Spanish language. Furthermore, English-speaking children would be better equipped to succeed in our multicultural society if they were to be fluent at an early age in a second language. Thus, the dual language or two-way bilingual approach was adopted at the school.

Evaluation and research studies suggest that the best approach to a two-way bilingual program is to combine the best features of immersion programs with the best features of bilingual programs (Lindholm, 1990). Bilingual immersion is based on the premise that a second language is best acquired by language minority students when their first language is firmly established (Hakuta & Gould, 1987), while a second language is best developed by language majority children through immersion in that language (Genesee, 1985). The underlying assumptions of two-way bilingual programs are as follows:

1. A second language is best acquired by language minority students when their first language is firmly established, and a second language is best developed by language majority children through immersion in that language.
2. Knowledge learned through one language paves the way for knowledge acquisition in the second language. Thus, students who learn content in one language will demonstrate content knowledge in the second language once they acquire the language skills to express that knowledge.
3. Students need to reach a certain level of native language proficiency in order to facilitate second language development. Long-term cognitive advantages of bilingualism will not accrue until the student has sufficiently developed both languages. (Lindholm, 1994)

The emphasis, then, of two-way bilingual programs is for both Spanish and English-speaking students to be immersed in Spanish until they become orally proficient and literate in that language. English is gradually added while proficiency in Spanish is maintained reaching an optimum mix of half the day spent using English and the other half using Spanish, both verbally and written.

After an examination of the literature concerning bilingual and immersion programs, Lindholm (1990) defined eleven critical features of successful second language education programs. These criteria are as follows:

1. Long-term treatment—Students should be in a language program for a minimum of four to six years.
2. Focus on academic curriculum—The focus should be on subject matter as well as language development.
3. Optimal language input and output—For students learning a language, the presentation should be interesting, content-based, and challenging. Students also need the opportunity to use the language in both structured and unstructured situations in order to produce nativelike speech.
4. Separation of languages for instruction—Programs with different periods of time devoted to

instruction in and through each of the two languages, respectively, is superior to designs that rely on language mixing during a single lesson or time frame.

5. Ratio of English to the non-English language use—A minimum of 50% non-English language instruction is necessary to promote high levels of non-English language proficiency among language majority students and to promote language proficiency and academic achievement among language minority students.
6. Additive bilingual environment—All students are provided the opportunity to acquire a second language at no cost to their home language and culture.
7. Positive school environment—A successful bilingual immersion program should have the support of the principal, other administrators, and non-program staff.
8. Classroom composition—To promote interactions among native and non-native English speakers, the most desirable ratio is 50% English speakers to 50% non-native English speakers.
9. Positive interdependence and reciprocal interactive instructional climate—Not only should teachers use positive social and instructional interaction in equal amounts with both groups of students, tasks should be created encouraging students of different language abilities to work together.
10. High-quality instructional personnel—Teachers should have nativelike abilities in the language in which they are instructing the children and be knowledgeable of the subject matter they are teaching.
11. Home-school collaboration—Effective programs tend to incorporate a variety of home-school collaboration activities that encourage parental involvement in the school and with the child's education at home.

This report detailed the planning and support activities that the program staff undertook to prepare for implementing El Proyecto Cunningham during the 1996–97 school year. The program as it is designed draws heavily from the above cited literature regarding two-way bilingual programs. It is anticipated that with continued emphasis on second language acquisition techniques and strong curriculum-based instruction, along with administrative and professional development support for the teachers, the program should be successful.

Recommendations

1. The collection of student performance data is critical in determining program effectiveness. It is recommended that every effort be made to complete English and Spanish LAS testing for all students enrolled in El Proyecto Cunningham by the end of the first month of program implementation. Furthermore, the end of year testing schedule should be arranged with the HISD Student Assessment and Multilingual Departments early in the school year so that the spring testing can be completed in a timely manner.

2. Because the 1996–97 school year will be the first year of implementation for this long term program, it is recommended that attention be paid to record keeping so that students and parents participating in the program can be tracked over time.

3. To increase the likelihood of program success, it is recommended that efforts made toward keeping the parents and the entire faculty informed of the program and included in program activities and program feedback be continued.

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Appendix A
Federal Funds Budget

Federal Funds Budget

	Year One 1995-96	Year Two 1996-97	Year Three 1997-98	Year Four 1998-99	Year Five 1999-2000
1. Personnel					
Project Director	44,461	47,589	50,967	53,515	54,846
Resource Teacher	37,800	39,690	41,675	43,758	45,946
Parent Community Liaison	21,067	22,120	23,226	25,387	49,000
TOTALS	103,328	109,399	115,868	122,660	149,792
2. Fringe Benefits	Above annual salaries include benefits for 16.5%				
3. Travel					
OBEMLA/NABE (Project staff, Students, Parents)	4,000	4,000	4,000	4,000	4,000
TABE Conference (Project Staff, Students, Parents)	2,000	2,000	2,000	2,000	2000
Consultants Travel	1,000	1,000	1,000	1,000	1,000
Student Travel	3,000	3,000	3,000	3,000	3,000
TOTALS	10,000	10,000	10,000	10,000	10,000
4. Equipment	10,000	10,000	10,000	10,000	10,000
5. Supplies					
FO/D	9,450	9,000	8,750	5,200	1,000
Montessori/ADAPT A/Children's Literature	27,500	30,000	32,500	27,000	12,500
Creative Reading	1,000	5,000	9,300	5,000	20,000
Software	10,550	5,500	5,700	10,000	10,000
Parent Training Materials	15,000	14,000	12,250	11,300	10,000
Assessment	6,500	6,500	6,500	6,500	6,500
TOTALS	80,000	80,000	85,000	75,000	70,000
6. Contractual					
Staff Development	20,000	26,000	27,500	28,758	18,945
Evaluation	10,000	10,000	10,000	10,000	10,000
TOTALS	30,000	36,000	37,500	38,758	28,945
7. Construction	N/A	N/A	N/A	N/A	N/A
8. Other	5,000	5,000	5,000	3,000	3,000
9. TOTAL Direct Costs	228,328	240,399	253,368	249,418	261,737
10. Indirect Costs	4,353	4,594	4,852	4,774	5,019
11. Training Substitutes	17,227	11,915	10,656	11,734	366
12. TOTAL COSTS	249,908	256,908	268,876	265,926	267,122

Appendix B
Cunningham Elementary School Parent Survey *
Spring 1996

Please answer the following questions as best you can. The purpose of this survey is to learn more about your needs and opinions regarding the two-way bilingual program being planned for Cunningham Elementary. Return the completed survey in the box at the door as you leave. Thank you for your time.

1a. What is your ethnic background?
❑ Hispanic ❑ African American ❑ Anglo ❑ Asian ❑ Other_____

1b. What is your spouse's ethnic background?
❑ Hispanic ❑ African American ❑ Anglo ❑ Asian ❑ Other_____

2a. What was the first language you learned before entering school?
❑ English ❑ Spanish ❑ Other_____

2b. What was the first language your spouse learned before entering school?
❑ English ❑ Spanish ❑ Other_____

3a. What other languages do you speak?
❑ English ❑ Spanish ❑ Other_____

3b. What other languages does your spouse speak?
❑ English ❑ Spanish ❑ Other_____

4a. What language are you most comfortable speaking?
❑ English ❑ Spanish ❑ Other_____

4b. What language is your spouse most comfortable speaking?
❑ English ❑ Spanish ❑ Other_____

5. What was the highest level of education you completed?
❑ Elementary ❑ Middle School/Jr. High ❑ High School ❑ College

6. In what grades are your children enrolled at Cunningham? (check all that apply)
❑ Pre-K ❑ K ❑ 1 ❑ 2 ❑ 3 ❑ 4 ❑ 5

7. What language(s) do your children speak at home? (check all that apply)
❑ English ❑ Spanish ❑ Other_____

Using the scale below, put a check in the box that best represents your opinion.

	Strongly Disagree 1	Slightly Disagree 2	Slightly Agree 3	Strongly Agree 4
8. Parent involvement in the classroom is valued at this school.				
9. I want my child(ren) to be able to read, write, and speak Spanish well.				
10. I want my child(ren) to be able to read, write, and speak English well.				
11. It is very important to me that my child(ren) knows more than one language.				
12. It is very important to me that I know more than one language.				
13. I am pleased that Cunningham is starting a two-way bilingual program.				
14. The Cunningham two-way bilingual program should improve the education my child(ren) receives.				
15. All of my concerns regarding the two-way bilingual program have been addressed at the informational meetings I have attended.				

16. Please make any comments you would like regarding the proposed two-way bilingual program, El Proyecto Cunningham.

Thank you for your responses.

* Actual instrument was printed on legal-size paper.

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Appendix B (continued)
Escuela Primaria Cunningham - Encuesta de Padres*
Primavera, 1996

Contesten a las siguientes preguntas en la mejor manera posible. El propósito de esta encuesta es ponernos al corriente de sus necesidades y percepciones sobre el nuevo programa bilingüe reciproco que se está planificando para nuestra escuela. Favor de devolver el formulario en el adjunto sobre. ¡Gracias por su ayuda!

1a. Etnicidad:
❑ Hispana ❑ Afro-Americana ❑ Anglo ❑ Asiática ❑ Otra_____

1b. Etnicidad de su esposa(o):
❑ Hispana ❑ Afro-Americana ❑ Anglo ❑ Asiática ❑ Otra_____

2a. Su idioma nativo es
❑ Inglés ❑ Español ❑ Otro_____

2b. El idioma nativo de su esposa(o) es
❑ Inglés ❑ Español ❑ Otro_____.

3a. ¿Cuál otro idioma habla?
❑ Inglés ❑ Español ❑ Otro_____

3b. ¿Cuál otro idioma habla su esposa(o)?
❑ Inglés ❑ Español ❑ Otro_____.

4a. ¿En cuál idioma se siente más cómodo?
❑ Inglés ❑ Español ❑ Otro_____

4b. ¿En cuál idioma se siente más cómodo(a) su esposo(a)?
❑ Inglés ❑ Español ❑ Otro_____.

5. ¿Cuál nivel de estudios ha completado?
❑ Primaria ❑ Secundaria ❑ Preparatoria ❑ Universidad

6. ¿En cuál grado están matriculado(s) sus niño(s)? (pueden marcar más de una respuesta)
❑ Pre-K ❑ K ❑ 1 ❑ 2 ❑ 3 ❑ 4 ❑ 5

7. ¿En cuál idioma se expresan sus niños en la casa? (pueden marcar más de una respuesta)
❑ Inglés ❑ Español ❑ Otro_____

En base a la escala de abajo, pongan una contraseña (√) en el espacio que mejor representa su opinión.

	Muy en Desacuerdo 1	Desacuerdo 2	De Acuerdo 3	Muy de Acuerdo 4
8. La Escuela Cunningham aprecia la participación de los padres en asuntos escolares.				
9. Quiero que mis niños hablen, lean, y escriban bien el Español.				
10. Quiero que mis niños hablen, lean, y escriban bien el Inglés.				
11. Para mí es muy importante que mis niños hablen bien más de una idioma.				
12. Es muy importante para mí poder comunicar en más de una idioma.				
13. Estoy contento(a) que Cunningham tendrá un programa bilingüe recíproco.				
14. Creo que el programa bilingüe recíproco mejorará el nivel de educación de mis niños.				
15. Todas mis inquietudes sobre el programa bilingüe recíproco han sido discutidas en las juntas informativas.				

16. Incluyan aquí cualquier comentario sobre el propuesto programa bilingüe "El Proyecto Cunningham".

Muchas gracias por su colaboración.

* Actual instrument was printed on legal-size paper.

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Appendix C
Cunningham Elementary School Teacher Survey
Fall 1995

Please answer the following questions and return the survey to the Department of Research & Evaluation in the envelope provided **by November 27, 1995.** The purpose of this survey is to learn more about your needs and opinions regarding the two-way bilingual program being planned for Cunningham. The answers will not be used to assess staff.

1. How many years have you been employed on this campus?

   ❑ Less than 2 years ❑ 6-9 years
   ❑ 2-5 years ❑ 10 years and over

2. How many years of teaching experience do you have?

   ❑ Less than 2 years ❑ 6-9 years
   ❑ 2-5 years ❑ 10 years and over

Using the scale below, put a check in the box that best represents your opinion.

	Strongly Disagree 1	Slightly Disagree 2	Slightly Agree 3	Strongly Agree 4
3. The needs of the students at Cunningham and their families are being taken into consideration in the planning of this program.				
4. The needs of the teachers and staff at Cunningham are being taken into consideration in the planning of this program.				
5. I am excited about the direction Cunningham is taking by moving toward this two-way bilingual program.				
6. The academic instruction that students at Cunningham receive will be improved through the implementation of this program.				
7. I am comfortable with my proposed teaching role in this two-way bilingual program.				
8. The addition of this two-way bilingual program will not effect the way I currently teach in my class room.				

9. Please list all staff development, teacher inservices, or conferences in which you have participated this year with approximate dates.

10. Which activities listed in response to Question 9 have been most helpful to you in planning to implement El Proyecto Cunningham?

11. Please make any additional comments regarding the planning and implementation of El Proyecto Cunningham that you may have.

Appendix D
Cunningham Elementary School Teacher Survey
Spring 1996

Please answer the following questions and return the survey to the Department of Research & Evaluation in the envelope provided **by May 17, 1996.** The purpose of this survey is to learn more about your needs and opinions regarding the two-way bilingual program being planned for Cunningham. The answers will not be used to assess staff.

Using the scale below, put a check in the box that best represents your opinion.

	Strongly Disagree 1	Slightly Disagree 2	Slightly Agree 3	Strongly Agree 4
1. It is very important that all children are able to communicate in more than one language.				
2. It is very important that all children at Cunningham be fluent in at least English and Spanish.				
3. It is very important to me that I can communicate in more than one language.				
4. The needs of the students at Cunningham and their families are being taken into consideration in the planning of this program.				
5. The needs of the teachers and staff at Cunningham are being taken into consideration in the planning of this program.				
6. I am excited about the direction Cunningham is taking by moving toward this two-way bilingual program.				
7. The academic instruction that students at Cunningham receive will be improved through the implementation of this program.				
8. I am comfortable with my proposed teaching role in this two-way bilingual program.				
9. The addition of this two-way bilingual program will not effect the way I currently teach in my class room.				
10. Parent involvement in the classroom is valued at this school.				

11. What training, inservices, or conferences have you attended devoted to this program or bilingualism this year?

12. Which activities listed in response to Question 11 have been most helpful to you in planning to implement El Proyecto Cunningham?

13. What additional training will you need to be able to implement the objectives of El Proyecto Cunningham in your classroom?

14. Please make any additional comments regarding the planning and implementation of El Proyecto Cunningham that you may have.

Appendix E
Cunningham Elementary School Community Survey
Spring 1996

Please answer the following questions as best you can. The purpose of this survey is to learn more about your needs and opinions regarding the two-way bilingual program being planned for Cunningham Elementary. Return the completed survey in the envelope provided. **Thank you for your time.**

1. What is your ethnic background?

❑ Hispanic ❑ African American ❑ Anglo ❑ Asian ❑ Other_____

2. What was the first language you learned before entering school?

❑ English ❑ Spanish ❑ Other_____

3. What other languages do you speak?

❑ English ❑ Spanish ❑ Other_____

4. What language are you most comfortable speaking?

❑ English ❑ Spanish ❑ Other_____

5. What was the highest level of education you completed?

❑ Elementary ❑ Middle School/Jr. High ❑ High School ❑ College

Using the scale below, put a check in the box that best represents your opinion.

	Strongly Disagree 1	Slightly Disagree 2	Slightly Agree 3	Strongly Agree 4
6. Community involvement in the classroom is valued at Cunningham Elementary School.				
7. It is very important that all children are able to communicate in more than one language.				
8. It is very important that all children at Cunningham be fluent in at least English and Spanish.				
9. It is very important to me that I can communicate in more than one language.				
10. I am pleased that Cunningham is starting a two-way bilingual program.				
11. The Cunningham two-way bilingual program should improve the education the neighborhood children receive.				

12. Please make any comments you would like regarding the proposed two-way bilingual program, El Proyecto Cunningham.

Thank you for your responses.

Appendix E (Continued)
Escuela Primaria Cunningham, Encuesta Comunitaria
Primavera 1996

Contesten a las siguientes preguntas en la mejor manera posible. El propósito de esta encuesta es ponernos al corriente de sus necesidades y percepciones sobre el nuevo programa bilingüe recíproco que se está planificando para nuestra escuela. Favor de devolver el formulario en el adjunto sobre. **¡Gracias por su ayuda!**

1. ¿A cuál grupo étnico pertenece?

❑ Hispano ❑ Afro-Americano ❑ Anglo ❑ Asiático ❑ Otro _____

2. ¿Cuál es su primer idioma (el idioma que aprendió antes de empezar a la escuela)?

❑ Inglés ❑ Español ❑ Otro _____

3. ¿Cuáles otros idiomas puede hablar?

❑ Inglés ❑ Español ❑ Otro _____

4. ¿En cuál idioma se siente más cómodo?

❑ Inglés ❑ Español ❑ Otro _____

5. ¿Cuál es el nivel de estudios más alto que ha completado?

❑ Primaria ❑ Secundaria ❑ Preparatoria ❑ Universidad

En base a la escala de abajo, ponga una contraseña (√) en el espacio que mejor representa su opinión.

	Muy en Desacuerdo 1	Desacuerdo 2	De Acuerdo 3	Muy de Acuerdo 4
6. La Escuela Cunningham aprecia el involucro de la comunidad en asuntos académicos.				
7. Es muy importante que todos los niños puedan comunicar en más de una idioma.				
8. Es muy importante que todos los alumnos de la Escuela Cunningham dominen el inglés y el español.				
9. Es muy importante para mí poder comunicar en más de una idioma.				
10. Estoy contento que Cunningham tendrá una programa bilingüe recíproco.				
11. Creo que el programa bilingüe recíproco mejorará el nivel de educación de los niños en nuestra comunidad.				

12. Incluyan aquí cualquier comentario sobre el propuesto programa bilingüe "El Proyecto Cunningham".

Muchas gracias por su colaboración.